ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

Statewide Awareness Presentation

Dr. Karen Butterfield, Associate Superintendent

Jan Amator, Deputy Associate Superintendent

Highly Effective Teachers and Leaders

Arizona Department of Education

Why Evaluate Teachers?

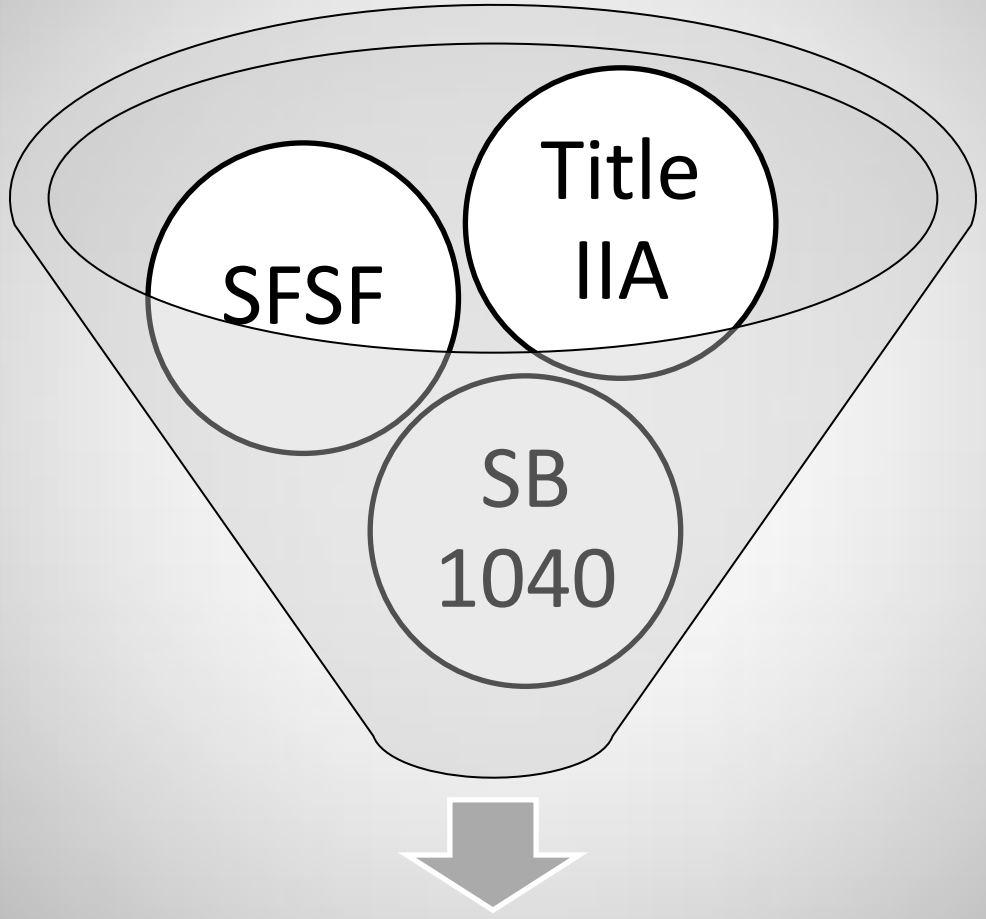
Why Evaluate Leaders?

HOW will you evaluate?

WHAT will you do with the results?

WHERE will you start?

The Transition to Effectiveness



Educator Effectiveness

Key Points to Think About

- SB 1040/33-50%
- Equitable Distribution of Teachers
- 4 performance levels
- Valid, reliable assessments
  - Multiple Measures/Multiple Observations
  - Group A, Group B Teachers
  - Title II Guidance

ARIZONA REVISED STATUTE
§ 15-203(A)(38)

The State Board of Education shall…***"on or before December 15, 2011 adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013."***

Taskforce Members

VICKI BALENTINE, Chairperson Arizona State Board of Education member, District Superintendent

TIM BOYD, STAND for Children, high school teacher

CHRISTI BURDETTE, charter school teacher

KAREN BUTTERFIELD, Arizona Department of Education (ADE)

DON COVEY, Maricopa County School Superintendent

GYPSY DENZINE, Northern Arizona University

DEB DUVALL, Arizona School Administrators (ASA)

REBECCA GAU, Governor's Office

AMY HAMILTON, Arizona State Board of Education member, District Teacher

DAVE HOWELL, Arizona Business and Education Coalition (ABEC)

MARI KOERNER, Arizona State University

RON MARX, University of Arizona

WENDY MILLER, charter school principal

ANDREW MORRILL, Arizona Education Association (AEA)

KARI NEUMANN, district principal

KAREN OLSON, special education teacher

JANICE PALMER, Arizona School Board Association (ASBA)

KARLA PHILLIPS, Governor's Office

PREAMBLE

The members of the Task Force on Teacher and Principal Evaluation conducted our work in service to the students in Arizona's public schools. We hold that the goal of both teacher and principal evaluation is to improve performance that yields higher quality education. Further, the work here submitted reflects our belief that evaluation is most effective as one part of a systemic approach to improving the performance that is critical to student success.

TIMELINE/STRUCTURE

The Taskforce held a series of informational meetings from October 2010 through January 2011 to review the:

- Arizona Professional Teaching Standards
- Interstate School Leaders Licensure Consortium (ISSLC) Standards;
- State level data available in the Student Accountability Information System (SAIS);
- Research overview on Value Added and Growth Models;
- Inventory of Arizona academic assessments;
- Existing models for teacher and principal evaluations;
- Recommendations from the Arizona School Administrators and Arizona School Boards Association Task Force.

The Taskforce began drafting the framework document in January, 2011

The State Board of Education adopted the framework on **April 25, 2011**

GOALS

- To enhance and improve student learning;
- To use the evaluation process and data to improve teacher and principal performance;
- To incorporate multiple measurements of achievement;
- To communicate clearly defined expectations;
- To allow districts and charter schools to use local instruments to fulfill the requirements of the framework;
- To reflect fairness, flexibility, and a research-based approach.

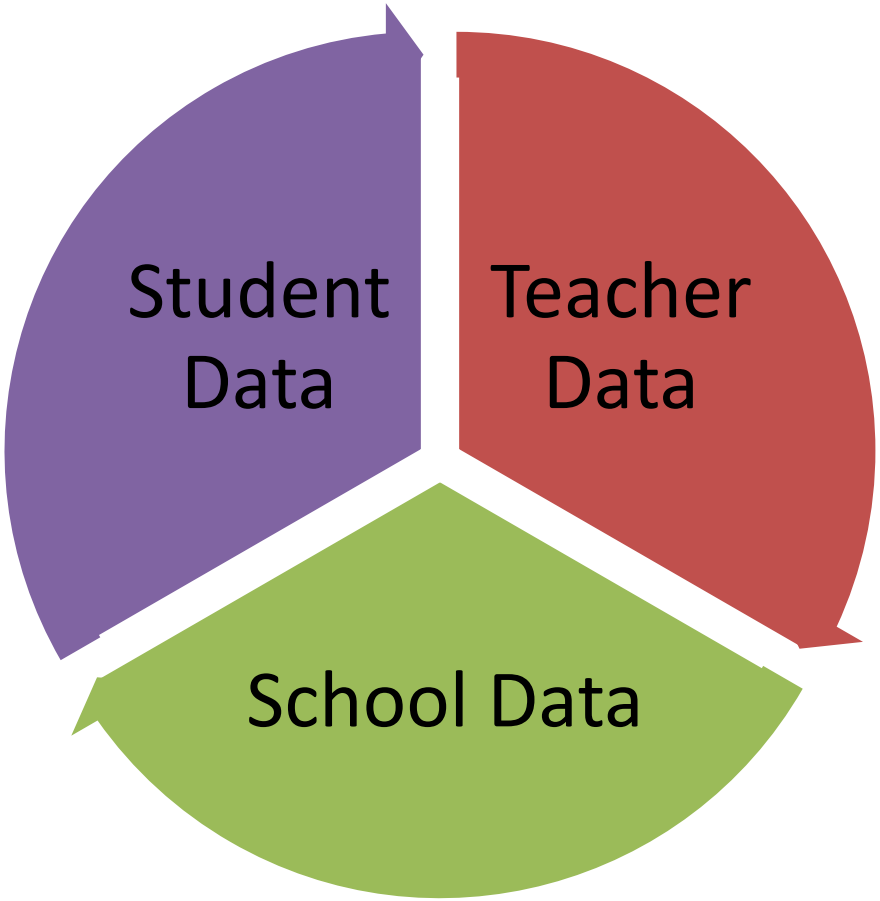
GOALS--CONTINUED

- To create a culture where data drives instructional decisions;
- To use the evaluation process and achievement data to drive professional development to enhance student performance;
- To increase data-informed decision making for students and teacher and principal evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

Data Driven Decision Making

- How do you use this in your district?
- How do you use this in your school?
- How do you use this in your classroom?

Data Driven Decision Making 2.0



Framework for Teacher Evaluation Instruments—Group A

	Classroom-level Data	School-Level Data	Teaching Performance
GROUP "A" (Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas)	• AIMS • Stanford 10 (SAT 10) • AP, IB, Cambridge, ACT, Quality Core • District/Charter-Wide Assessments • District / School-level Benchmark Assess-ments, aligned with Arizona State Standards • Other valid and reliable classroom- level data ***Required*** ***Classroom-level elements shall account for at least 33% of evaluation outcomes.***	AIMS (aggregate school, grade, or team level results) • Stanford 10 (aggregate school, department or grade level results) • AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade level results) • Survey data • AZ LEARNS Profiles • Other valid and reliable school-level data ***Optional*** ***School-level elements shall account for no more than 17% of evaluation outcomes.***	Evaluation instruments shall provide for periodic classroom observations of all teachers. LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education. ***Required*** ***Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.***

Framework for Teacher Evaluation Instruments—Group B

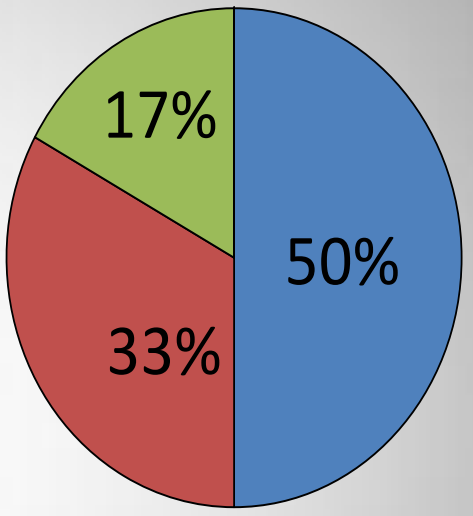
	Classroom-level Data	School-Level Data	Teaching Performance
GROUP "B" (Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas.)	• **District / School Level Benchmark Assess-ments, aligned with Arizona State Standards** • **District/Charter-wide Assessments, if available** • **Other valid and reliable classroom-level data** ***If available, these data shall be incorporated into the evaluation instrument. The <u>sum</u> of available classroom-level data and school-level data shall account for between 33% and 50% of evaluation outcomes.***	**AIMS (aggregate School, grade, or Team-level results)** • **Stanford 10 (aggregate school, department or grade level results)** • **AP, IB, Cambridge, ACT, Quality Core (aggregate school, department or grade- level results)** • **Survey data** • **AZ LEARNS Profiles** • **Other valid and reliable school-level data** ***<u>Required</u>*** ***The sum of available school-level data and classroom-level data shall account for between 33% and 50% of evaluation outcomes.***	**Evaluation instruments shall provide for periodic classroom observations of all teachers.** **LEAs may develop their own rubrics for this portion of teacher evaluations; however, these rubrics shall be based upon national standards, as approved by the State Board of Education.** ***<u>Required</u>*** ***Teaching Performance results shall account for between 50 - 67% of evaluation outcomes.***

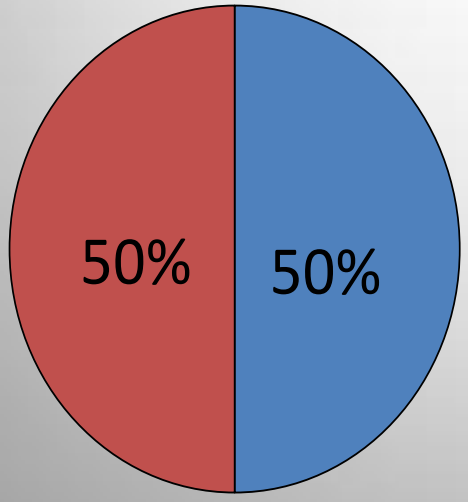
SAMPLE WEIGHTING GROUP "A"

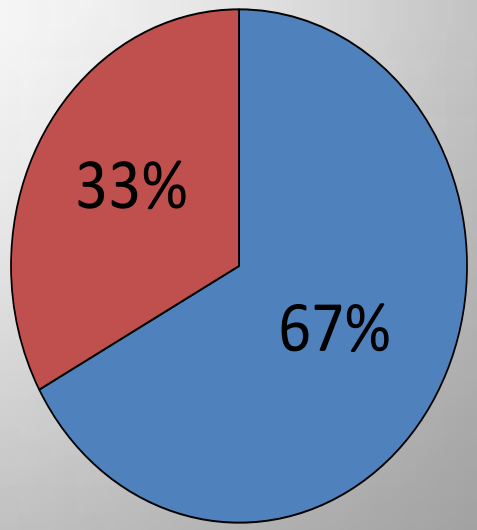
- **Sample 1:**
  - **33% Classroom-level data**
  - **17% School-level data**
  - **50% Teaching Performance**

- **Sample 2:**
  - **50% Classroom-level data**
  - **50% Teaching Performance**

Sample 3:
- **33% Classroom-level data**
- **67% Teaching Performance**

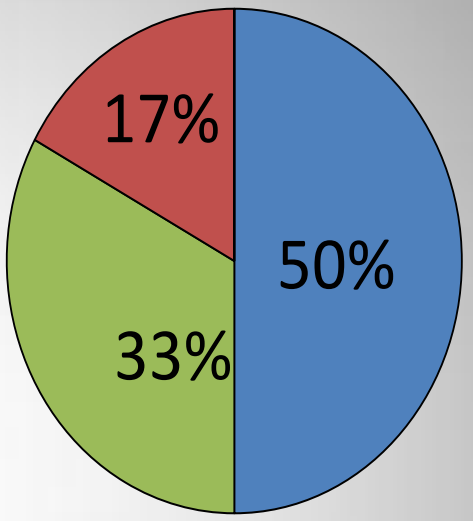






SAMPLE WEIGHTING GROUP "B"

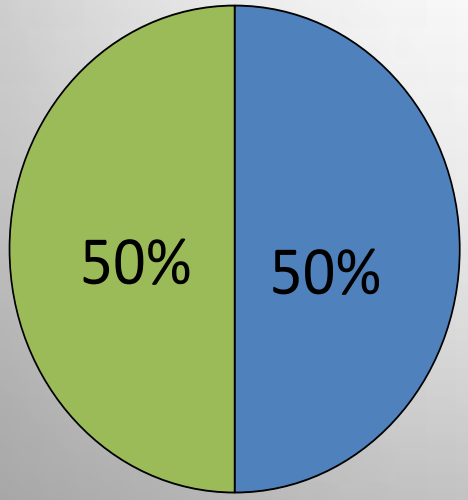
- **Sample 1:**
  - **17% Classroom-level data**
  - **33% School-level data**
  - **50% Teaching Performance**

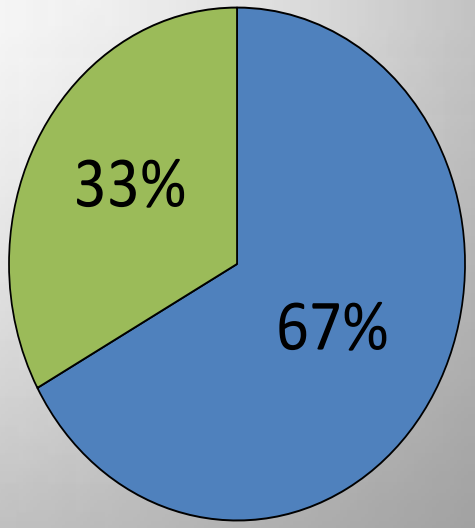


- **Sample 2:**
  - **50% School-level data**
  - **50% Teaching Performance**

Sample 3:

- **33% School-level data**
- **67% Teaching Performance**





InTASC Professional Teaching Standards (Teaching Performance)

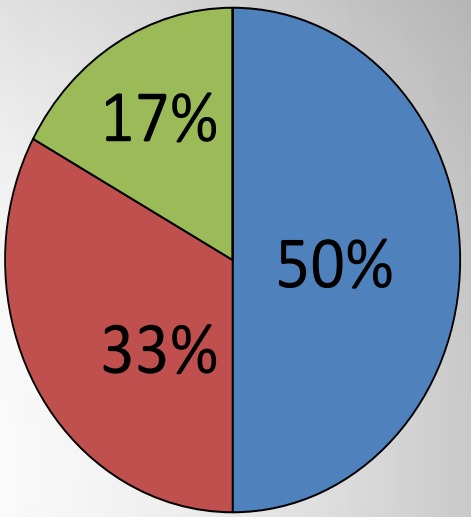
1. Learner Development	2. Learning Differences
3. Learning Environments	4. Content Knowledge
5. Innovative Applications of Content	6. Assessment
7. Planning Instruction	8. Instructional Strategies
9. Reflection and Continual Growth	10. Collaboration

Framework for Principal Evaluation Instruments

	School-Level Data	System / Program level Data	Instructional Leadership
ALL PRINCIPALS	• AIMS (aggregate school or grade level results) • Stanford 10 (aggregate school or grade level results) • District/School Level Benchmark Assessments • AP, IB Cambridge International, ACT Quality Core • AZ LEARNS Profiles • Other valid and reliable data ***Required*** ***School-level elements shall account for at least 33% of evaluation outcomes.***	• Survey data • Grade level data • Subject area data • Program data • Other valid and reliable data ***Optional*** ***These elements shall account for no more than 17% of evaluation outcomes; however, the sum of these data and school-level data shall not exceed 50% of the total evaluation outcome***	Evaluation instruments shall provide for periodic performance reviews of all principals. LEAs may develop their own rubrics for this portion of principal evaluations; however, these rubrics shall be based upon National standards, as approved by the State Board of Education. ***Required*** ***Instructional Leadership results shall account for no more than 50 - 67% of evaluation outcomes.***

SAMPLE WEIGHTING PRINCIPAL EVALUATIONS

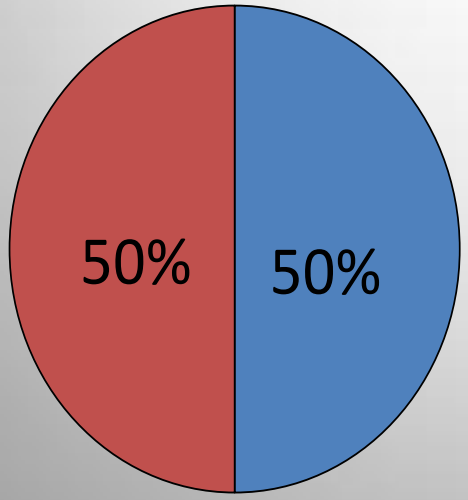
- **Sample 1:**
  - **33% School-level data**
  - **17% System/School-level data**
  - **50% Instructional leadership**

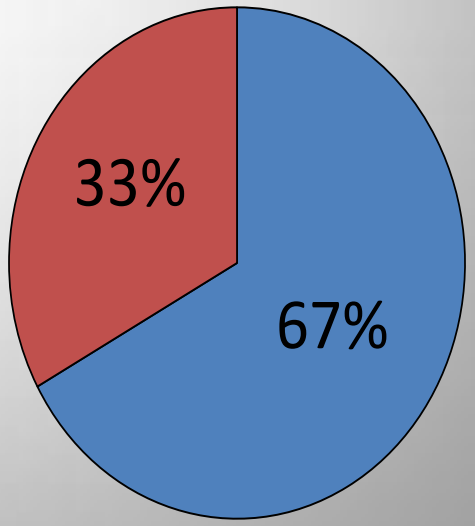


- **Sample 2:**
  - **50% School-level data**
  - **50% Instructional leadership**

Sample 3:

- **33% School-level data**
- **67% Instructional leadership**





ISLLC Educational Leadership Standards (Instructional Leadership)

Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the **development, articulation, implementation, and stewardship of a vision of learning** that is shared and supported by the school community.

Standard 2: A school administrator is an educational leader who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growt**h.

Standard 3: A school administrator is an educational leader who promotes the success of all students by ensuring **management of the organization, operations, and resources for a safe, efficient, and effective learning environment**.

Standard 4: A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Standard 5: A school administrator is an educational leader who promotes the success of all students by **acting with integrity, fairness, and in an ethical manner**.

Standard 6: A school administrator is an educational leader who promotes the success of all students by **understand, responding to, and influencing the larger political, social, economic, legal, and cultural context**.

Instructions & Recommendations to LEAs

- When available**, data from statewide assessments shall be used** to inform the evaluation process.
- All assessment data used in educator evaluations **shall be aligned with Arizona State Standards**.
- LEAs shall **include student achievement data for reading and/or math as appropriate**; however, student achievement data **should not be strictly limited to these content areas**.
- Evaluation instruments should **integrate student academic progress data with data derived through classroom observations** – neither should stand alone.
- All evaluators should receive professional development in the form of **Qualified Evaluator Training.**
- LEAs should **provide for the development of classroom-level achievement data** for teachers in those content areas where these data are limited or do not currently exist so that all teachers use the Group A framework.
- LEAs should **develop and provide professional development on the evaluation process** and in those areas articulated in Arizona's Professional Teaching and Administrative Standards, as approved by the State Board of Education.

Federal Reporting Requirements

Each state must report annually to EdFacts:

- Total number of teachers and principals at each of these performance levels
  - Highly Effective
  - Effective
  - Partially Effective
  - Ineffective

- While evaluation data will be collected in the aggregate at the school level for teachers and the district level for principals, only schools/LEAs with 10 or more teachers will be reported to the US Department of Education

- Only aggregate school, LEA, and state-level data will be made publically available as required by the SFSF application.

Statewide Definition of "Teacher"

For purposes of federal reporting

- **A teacher is defined as an individual who provides instruction to Pre-kindergarten, Kindergarten, grades 1 through 12, or ungraded classes; or who teaches in an environment other than a classroom setting and who maintains daily student attendance records.**

Arizona Department of Education | The Official Website of the Arizona State Department of Educa - Windows Internet Explorer

http://www.azed.gov/

Bing

File Edit View Favorites Tools Help

Convert Select

Favorites Suggested Sites Free Hotmail ProcureAZ Web Slice Gallery

Arizona Department of Education | Th...

Page Safety Tools

- Educator Certification
- Finance / IT / Business Services
- Special Education
- English Language Learners
- Employment Opportunities
- School Reports / School Results
- Career & Technical Education
- State Board of Education

A-Z All Programs

FIND A SCHOOL

District Schools | Charter Schools | Private Schools

Top Arizona School Districts - Our "A" Districts This section ranks the top school districts in Arizona. These "A" districts were determined by comparing districts' aggregate education results, whereby demographic factors are considered and overall academic … [Read More...]

A-F Accountability

2010-2011 A-F Letter Grades for All Schools 2010-2011 A-F Letter Grades for All LEAs **Small schools, K-2 schools, and alternative schools did not receive letter grades in 2011, but will be … [Read More...]

ATTENTION: TEACHERS AND PRINCIPALS

On April 25, 2011, the State Board of Education (SBE) unanimously passed the proposed Arizona Framework for Measuring Educator Effectiveness. This action resulted from the passage of SB 1040 that … [Read More...]

NEWSLETTER SIGNUP

MEGA Conference

The MEGA Conference is an annual event which focuses on Title I as well as other … [Read More...]

PRESS RELEASES

NOTICE OF PUBLIC MEETINGS

EVENT CALENDAR

2011

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

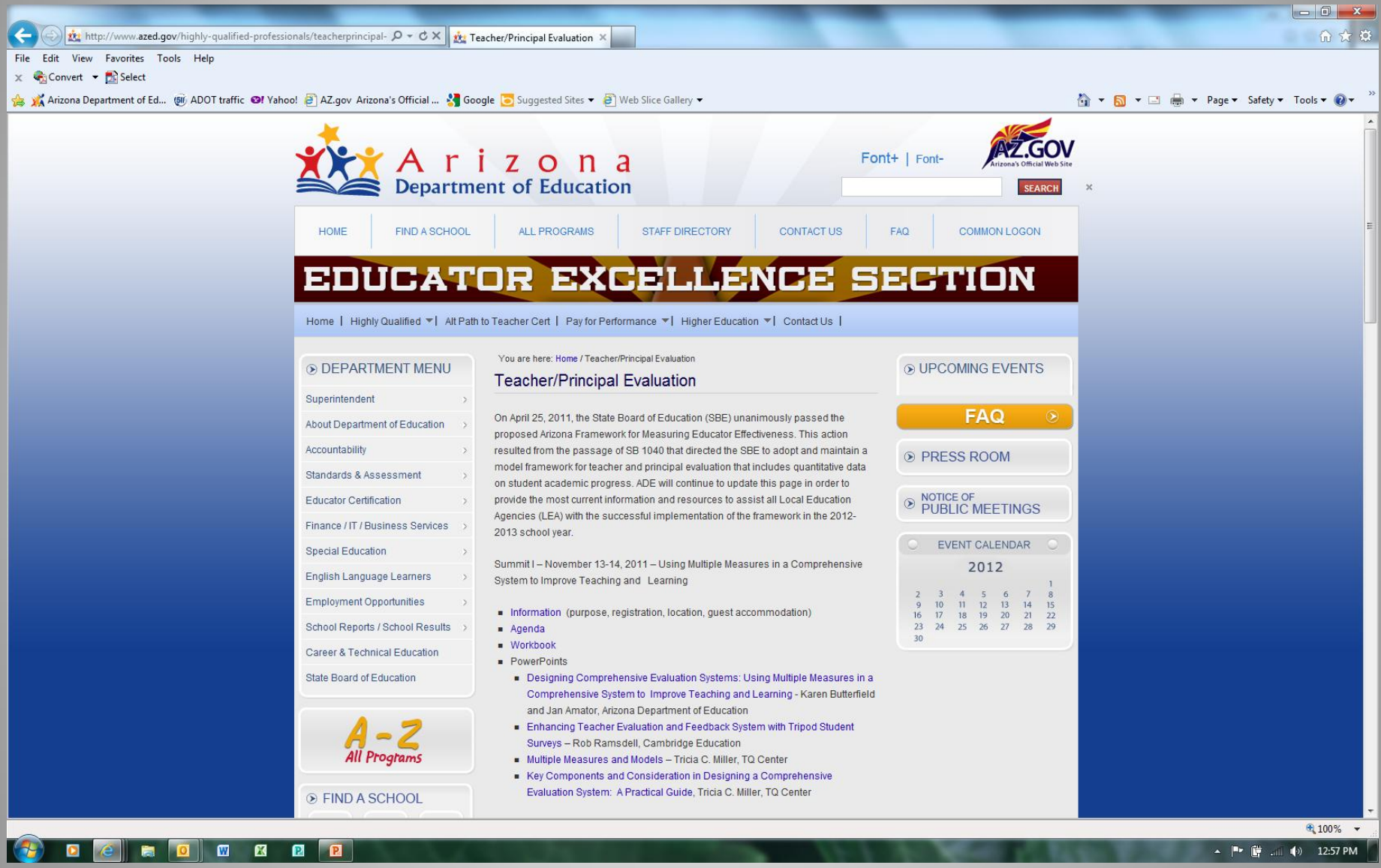
Feedback | Resource Center | FAQ | Privacy Policy | External Guidelines | Site Index

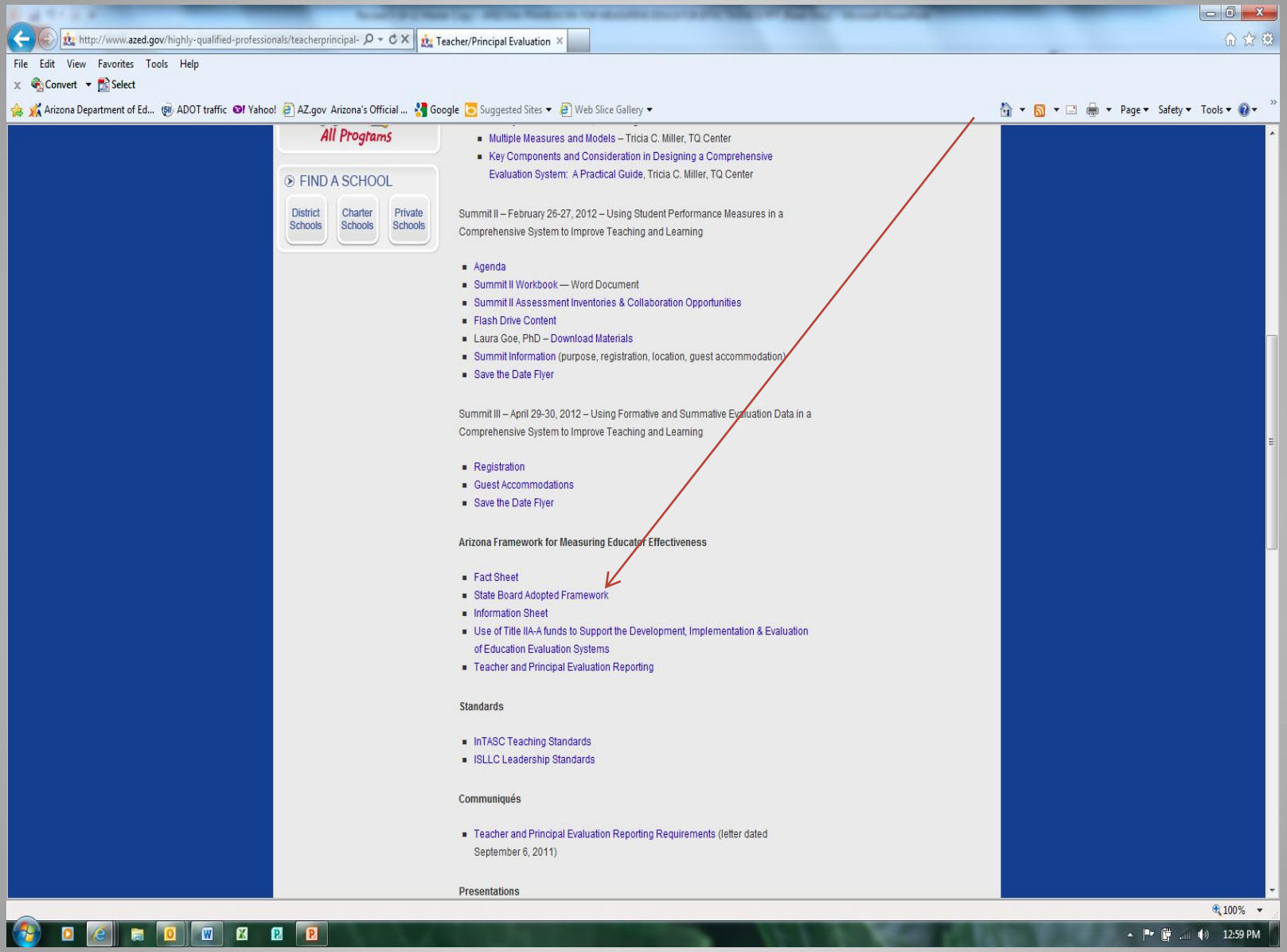
Copyright © 2011 Arizona Department of Education. All rights reserved.

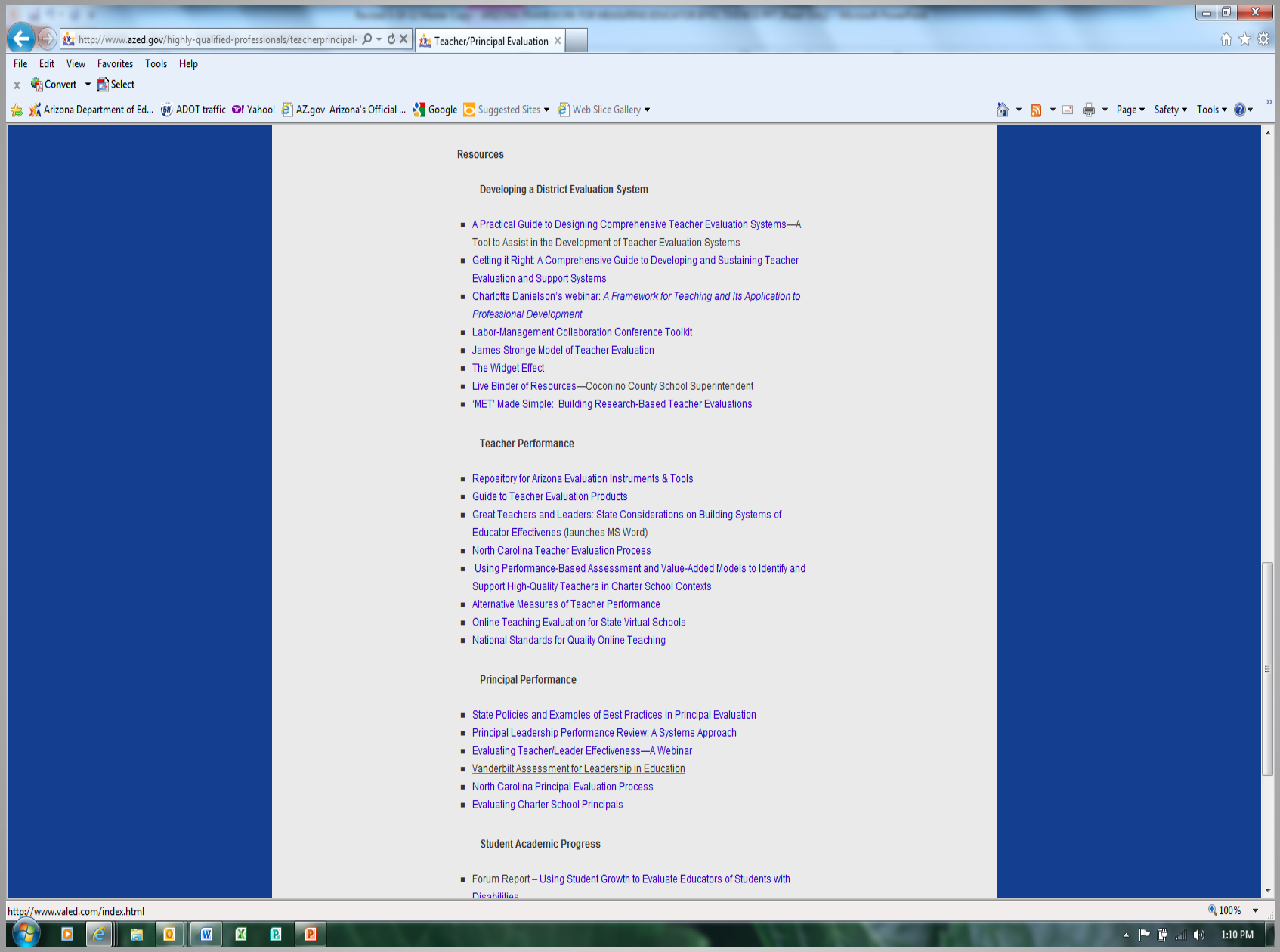
Local intranet | Protected Mode: Off

125%

http://www.azed.gov/highly-qualified-professionals/teacherprincipal-evaluation/




Teacher/Principal Evaluation
File Edit View Favorites Tools Help
All Programs
FIND A SCHOOL
District Schools
Charter Schools
Private Schools
Multiple Measures and Models – Tricia C. Miller, TQ Center
Key Components and Consideration in Designing a Comprehensive Evaluation System: A Practical Guide, Tricia C. Miller, TQ Center
Summit II – February 26-27, 2012 – Using Student Performance Measures in a Comprehensive System to Improve Teaching and Learning
Agenda
Summit II Workbook — Word Document
Summit II Assessment Inventories & Collaboration Opportunities
Flash Drive Content
Laura Goe, PhD – Download Materials
Summit Information (purpose, registration, location, guest accommodation)
Save the Date Flyer
Summit III – April 29-30, 2012 – Using Formative and Summative Evaluation Data in a Comprehensive System to Improve Teaching and Learning
Registration
Guest Accommodations
Save the Date Flyer
Arizona Framework for Measuring Educator Effectiveness
Fact Sheet
State Board Adopted Framework
Information Sheet
Use of Title IIA-A funds to Support the Development, Implementation & Evaluation of Education Evaluation Systems
Teacher and Principal Evaluation Reporting
Standards
InTASC Teaching Standards
ISLLC Leadership Standards
Communiqués
Teacher and Principal Evaluation Reporting Requirements (letter dated September 6, 2011)
Presentations
12:59 PM


http://www.azed.gov/highly-qualified-professionals/teacherprincipal-
Teacher/Principal Evaluation
File Edit View Favorites Tools Help
Convert Select
Arizona Department of Ed... ADOT traffic Yahoo! AZ.gov Arizona's Official ... Google Suggested Sites Web Slice Gallery
Page Safety Tools
Resources
Developing a District Evaluation System
A Practical Guide to Designing Comprehensive Teacher Evaluation Systems—A Tool to Assist in the Development of Teacher Evaluation Systems
Getting it Right: A Comprehensive Guide to Developing and Sustaining Teacher Evaluation and Support Systems
Charlotte Danielson's webinar: A Framework for Teaching and Its Application to Professional Development
Labor-Management Collaboration Conference Toolkit
James Stronge Model of Teacher Evaluation
The Widget Effect
Live Binder of Resources—Coconino County School Superintendent
'MET' Made Simple: Building Research-Based Teacher Evaluations
Teacher Performance
Repository for Arizona Evaluation Instruments & Tools
Guide to Teacher Evaluation Products
Great Teachers and Leaders: State Considerations on Building Systems of Educator Effectivenes (launches MS Word)
North Carolina Teacher Evaluation Process
Using Performance-Based Assessment and Value-Added Models to Identify and Support High-Quality Teachers in Charter School Contexts
Alternative Measures of Teacher Performance
Online Teaching Evaluation for State Virtual Schools
National Standards for Quality Online Teaching
Principal Performance
State Policies and Examples of Best Practices in Principal Evaluation
Principal Leadership Performance Review: A Systems Approach
Evaluating Teacher/Leader Effectiveness—A Webinar
Vanderbilt Assessment for Leadership in Education
North Carolina Principal Evaluation Process
Evaluating Charter School Principals
Student Academic Progress
Forum Report – Using Student Growth to Evaluate Educators of Students with Disabilities
http://www.valed.com/index.html
100%
1:10 PM

NATIONAL COMPREHENSIVE CENTER FOR TEACHER QUALITY

A Practical Guide to Designing Comprehensive Teacher Evaluation Systems

A Tool to Assist in the Development of Teacher Evaluation Systems

MAY 2011

Development of a Recommended Statewide Model

- Aligned to the Framework's Components
- Use of 360º Reviews and Surveys
- Piloted in Fall, 2012
- Evaluated by WestEd's Regional Educational Laboratory (REL)

WHY?

HOW?

WHAT?

WHERE?

Feedback

Helping you implement the Framework is our primary goal. Therefore, your feedback is very much appreciated.

- For feedback and/or questions, please email:

  EducatorEvaluation@azed.gov

Team Time

- *Report out*
  - *Where are you?*
  - *What gaps exist?*
  - *What are your next steps?*
  - *How can ADE assist you?*

Contacts

Vince Yanez, Executive Director
State Board of Education
602.542.5057
vince.yanez@azed.gov

Dr. Karen Butterfield, Associate Superintendent
Highly Effective Teachers and Leaders
602-364-1957
karen.butterfield@azed.gov

Jan Amator, Deputy Associate Superintendent
Educator Excellence Section
602-364-2294
jan.amator@azed.gov